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ABSTRACT

This booklet summarizes some of Colorado's successful career development projects and provides a resource for delivering comprehensive career guidance programs. The first section of the booklet outlines the role of career development in Colorado and the National Career Development Guidelines of the National Occupational Information Coordinating Committee (NOICC), which form the basis for the Colorado projects. A matrix summarizes career development competencies by content area and level from elementary school through adult. This section is followed by seven case studies of projects deploying discretionary dollars; the projects range from building communication bridges to helping women to a holistic assessment program and technology in career development. The next section focuses on adapting the national model specified by the NOICC guidelines; six programs are profiled. The final sections of the guide list a resource handbook and a videotape, provide an order form for the National Career Development Guidelines, describe 11 NOICC Career Development Initiatives, and list 23 references. (KC)

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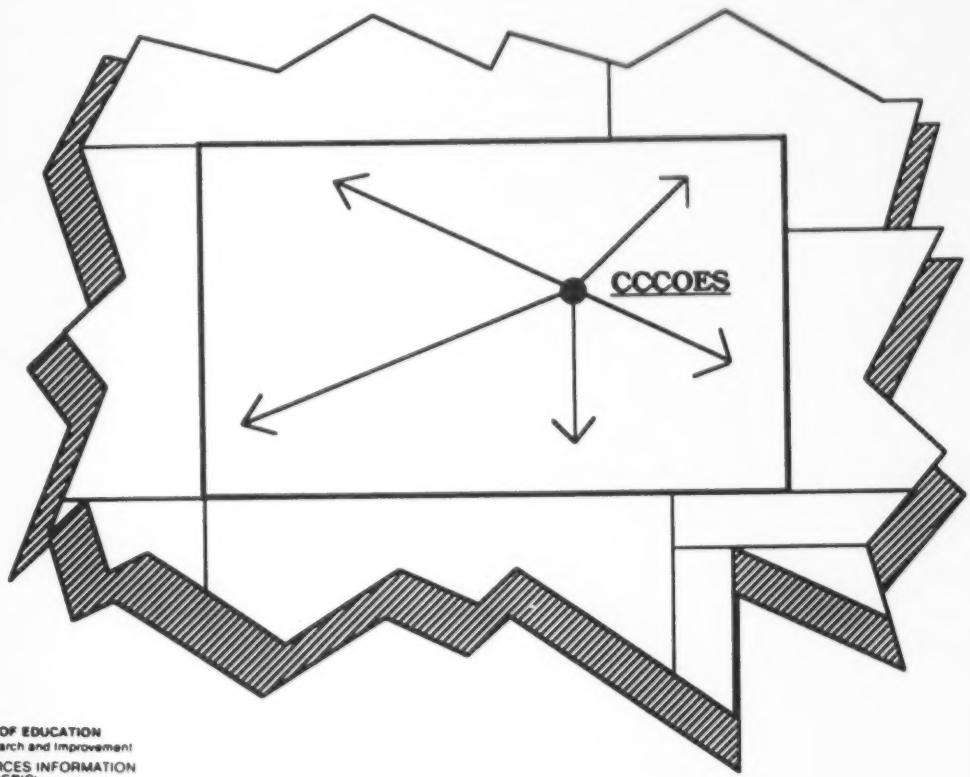
A RESOURCE BOOK TO CAREER DEVELOPMENT

Colorado's Success Stories



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COLORADO COMMUNITY COLLEGE AND OCCUPATIONAL EDUCATION SYSTEM

JUNE, 1991

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PREFACE

As the result of innovative applications, career development has become a dynamic, integral component in Colorado's education systems. Across the state, working in tandum with other educators, community leaders, parents and businesses, career development specialists, and counselors have created a variety of progressive and insightful approaches to aid students in discovering and ultimately achieving their career objectives.

The Colorado Community College and Occupational Education System, in partnership with Colorado State University, have fostered these examplary initiatives with Carl D. Perkins Vocational Education Act funding and an array of support mechanisms.

A Resource Book to Career Development: Colorado's Success Stories is designed to summarize some of Colorado's many successes and serve as a resource for counselors and career specialists, administrators, and others seeking to strengthen and deliver comprehensive career guidance programs.

The Guidance Division of the Colorado Community College and Occupational Education System compiled this document with the assistance of Douglas Hawk; consultant.

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THE ROLE OF CAREER DEVELOPMENT IN COLORADO

The Carl D. Perkins Vocational Education Act of 1984, administered by the Colorado Community College and Occupational Education System (CCCOES), significantly changed and enhanced the role of educational counselors. Increasingly, they are looked upon by other educators and administrators as a major resource on the Act, its implications and implementation.

The Act stresses six areas in which career development counselors should develop programs to assist individuals:

1) Organizing self-assessment, career planning, career decision making, and employment skills;
2) transitioning from education and training to work;
3) maintaining marketability of current job skills in established occupations;
4) developing new skills to make successful transitions from declining occupations to new and emerging fields in high technology and areas experiencing a shortage of workers;
5) developing mid-career job search skills and clarifying career goals; and
6) obtaining and using information on financial assistance for postsecondary, vocational education and job training.

CCCOES and Colorado State University, with input from the Colorado Department of Education and the State of Colorado Occupational Information Coordinating Committee (SCOICC), determined the National Career Development Guidelines (funded by the National Occupational Information Coordinating Committee) should be introduced to all local education institutions. This approach led to broad flexibility in adapting them to local needs.

Through training and information dissemination, CCCOES, Colorado State University, and the four regional professional development centers in Fort Morgan, Pueblo, Grand Junction, and Denver promoted the use of the National Career Development Guidelines and the increasingly sophisticated career information generated by the SOICC with the clear intention of improving the career planning of all Colorado citizens.

Front Range Community College - Larimer County Center, the Bollman Occupational Center and the Fort Lupton School District served as pilot sites for the initial National Career Development Guideline Planning Project. Aided by these efforts, career development counselors across the state have stepped to the forefront to development a variety of approaches to guide individuals in preparing for their futures.

NATIONAL CAREER DEVELOPMENT GUIDELINES

The National Occupational Information Coordinating Committee (NOICC) set forth eight guidelines in an effort to help state and local efforts strengthen, enhance, review, and evaluate career guidance and counseling programs. The guidelines--a blueprint upon which well structured and custom tailored programs are being built--define and suggest the fundamentals of successful programs. The outcome-based approach represents three primary areas:

- Student/Adult Competencies and Indicators - Student or adult outcomes organized around self-knowledge, educational and occupational exploration, and career planning;
- Organizational Capabilities Necessary administrative commitments, structure, materials, and equipment needed to build quality programs and support;
- Personnel Requirements - Counselors and other staff having the skills and knowledge necessary to plan, develop and implement a quality program.

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Rich Feller, Colorado State University, (303) 491-6879
Jim Harris, Colorado State Occupational Information Coordinator Committee (303) 866-4488

Career Development Competencies by Area and Level

Elementary	Middle/Junior High School	High School	Adult
Self-Knowledge			
Knowledge of the importance of self-concept.	Knowledge of the influence of a positive self=concept.	Understanding the influence of a positive self-concept.	Skills to maintain a positive self-concept.
Skills to interact with others.	Skills to interact with others.	Skills to interact positively with others.	Skills to maintain effective behaviors.
Awareness of the importance of growth and change.	Knowledge of the importance of growth and change.	Understanding the impact of growth and development.	Understanding developmental changes and transitions.
Educational and Occupational Exploration			
Awareness of the benefits of educational achievement.	Knowledge of the benefits of educational achievement to career opportunities.	Understanding the relationship between educational achievement and career planning.	Skills to enter and participate in education and training.
Awareness of the relationship between work and learning.	Understanding the relationship between work and learning.	Understanding the need for positive attitudes toward work and learning.	Skills to participate in word and lifelong learning.
Skills to understand, and use career information.	Skills to locate, understand, and use career information	Skills to locate, evaluate, and interpret career information.	Skills to locate, evaluate, and interpret career information.
Awareness of the importance of personal responsibility and good work habits.	Knowledge of skills necessary to seek and obtain jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.
Awareness of how work relates to the needs and functions of society.	Understanding how work relates to the needs and functions of the economy and society.	Understanding how social needs and functions influence the nature and structure of work.	Understanding how the needs and functions of society influences the nature and structure of work.
Career Planning			
Understanding how to make decisions.	Skills to make decisions.	Skills to make decisions.	Skills to make decisions.
Awareness of the interrelationship of life roles.	Knowledge of the interrelationship of life roles.	Understanding the interrelationship of life roles.	Understanding the impact of work on individual and family life.
Awareness of different occupations and changing male/female roles.	Knowledge of different occupations and changing male/female roles.	Understanding the continuous changes in male/female roles.	Understanding the continuous changes in male/female roles.
Awareness of the career planning process.	Understanding the process of career planning.	Skills in career planning.	Skills to make career transitions.

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CASE STUDIES: DEPLOYING DISCRETIONARY DOLLARS

The Colorado Community College and Occupational Education System's Guidance Division through the dispersement of Carl Perkins Act discretionary funds supports an array of creative and effective career development projects.

The following case studies demonstrate the application of some of these discretionary dollars in achieving the goals set forth in the National Career Development Guidelines.

JEFFERSON COUNTY "GENESIS" PROJECT

Background

Concerned about administrative and community support for career guidance programs and in an effort to promote career development, Jefferson County Public Schools instituted a district campaign to heighten awareness.

Concept

The "Genesis Project" was developed and project coordinators set forth four key objectives:

- Create awareness among adults in Jefferson County Public Schools on the importance of career development;
- establish new models of career development for all students with special emphasis on the handicapped, disadvantaged, limited English speaking, and potential dropouts;
- encourage key individuals to transform career development information into knowledge of competencies and processes of career development; and
- reform career development education.

Strategies

Genesis Project coordinators used a district-wide information campaign to achieve these objectives. Personnel from the Colorado State University Career Development Guidelines Project have provided information on competencies and indicators for elementary, middle, and high school students to various groups of Jefferson County educators, parents, business leaders, and agency personnel.

The National Career Development Guidelines were distributed and training was provided throughout the school district and PTAs. To foster awareness, school decision-makers were consulted in the use of current career information research. Counselors, teachers, administrators, parents, and business leaders were encouraged and supported through incentive programs to attend career guidance conferences and report findings to various groups.

Creating new models, a task force of counselors defined various methods to infuse career development into the curriculum, and work with the community. They reported their recommendations to various groups for feedback and subsequently refined their proposals.

Additionally, District personnel are being offered inservice and subsidized college classes on planning, designing and implementing career development programs. Colorado State University's Career Development Institute model is used to acquaint teachers and counselors at all levels about the changing workplace through a trainer of trainer's model.

"Our project is moving from awareness to implementation and the school board has taken steps to merge vocational and academic education at all levels. We're moving, and the concepts within career development are leading the way."

Ron Glandt, Supplemental Service Specialist, Vocational/Technical education, Jefferson County Public Schools

Outcomes

Results of the ongoing Genesis Project are still coming in, however, the Jefferson County School Board has now appointed a blue ribbon panel to define the expectations of career counseling, studying the infusion of career education into the entire school system, and integrating career development outcomes into the educational plans of the students. Additionally, the Jefferson County Board of Education has now endorsed the integration of academic and vocational education at all grade levels.

CONTACT: Ron Glandt - Vocational/Technical Education, Jefferson County Public Schools (303) 273-6623.

BUILDING COMMUNICATION "BRIDGES"

Background

Too often, students are not able to understand the relationship between their school work and its "real world" application. In some cases, course work is dismissed as "unimportant" or "useless" beyond the walls of the classroom.

Concept

By bringing business people into the classroom and taking teachers and students into business environments, the Thompson School District's BRIDGES program builds communication links between schools and the workplace.

Curriculum and Assessment

In addition to job shadowing, company tours, receiving internships and even job placements, students in BRIDGES are discovering how classroom work translates to the business world and what academic and career development skills are necessary to succeed in the workplace.

BRIDGES provides opportunities for teachers to shadow/intern with the business partners while discovering new approaches to presenting curriculum and bring relevancy to classroom instruction.

Outcomes

The program's success has resulted in funding for mini-grants used to implement innovative curriculum development. For example, at Turner Middle School, a grant is being used to help students develop, build, and market new products. An algebra class at Berthoud High School, is using mini-grant funds to help students break the barrier between pure mathematics and practical application. A second grade class in Loveland is writing and publishing a "Loveland ABC" book highlighting the city's unique features while allowing students to practice language arts skills.

BRIDGES has also brought business mentors into the schools. Their presence and interaction with at-risk students has had a marked impact in student motivation and career planning.

Started in the 1988-89 school year with Carl Perkins funding from CCCOES by matching 12 business people to 12 classroom teachers, the program now has 24 K-12 workplace/classroom matches. Businesses have contributed $6,000 and local donations have exceeded $10,000 in support of the program.

BRIDGES has heightened interest among the community with a growing list of individuals and businesses asking to participate.

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ACCESS TO SUCCESS: HELPING WOMEN HELP THEMSELVES

Background

Women trapped in cycles of poverty, dependency, and "learned helplessness" often find escape an insurmountable task. Many have had unsuccessful school experiences, negative work experiences, and life traumas which have created low self-esteem.

Concept

Access to Success Through Alternative Cooperative Education, a post-secondary program at Front Range Community College Women's Center, is providing the necessary support, reinforcement and opportunities these women need to turn their lives around.

A high percentage of the Center's students are high school dropouts in need of remedial skills training. Many are attempting to break out of the cycle of menial, low-paying jobs and upgrade their skills while some are the victims of physical and/or verbal abuse, abandonment and incest resulting in low self-esteem and defeatist, negative self-images.

Curriculum and Assessment

Working with Adams County Social Services, Adams County Employment Center and the Department of Vocational Rehabilitation, counselors and case managers identify potential clients. Once a woman enters the program, she is helped to develop a tailored Educational Development Plan based on the results of adult career development competencies. Included are as assessment of aptitudes and basic skills; identification of financial, physical, psychological, and emotional barriers; remediation strategies; career exploration experiences, building a vocational training plan; job try-out opportunities; and one or more cooperative education experiences; and follow-up services.

The program provides clients with all basic core services from orientation through job

try-out and cooperative education opportunities. Additionally, clients are offered a weekly personal issues support group and an inclusive Job Club. When the women are ready for employment, cooperative education or job try-outs are provided.

Given the needs of many of the women, the Women's Center also offers assistance in dealing with addiction, positive assertiveness techniques, building self-esteem, budgeting limited financial resources, communication skills, credit counseling, dealing with anger, divorce, domestic violence, health issues, stress management, nutrition, personal counseling, relationships, and other needs.

Outcomes

The success of the program is documented through the lives of scores of women who now lead self-sufficient lives and hold jobs which offer both emotional and financial rewards.

CONTACT:
Carol Custer (303) 457-4751

CATCHING BOLLMAN'S WAVE

Background

The Henry Bollman Opportunity School in Adams County often serves as a "safety net" for students. With a heavy population of disadvantaged, minority and at-risk students, Bollman counselors became concerned with the disproportionate number of students failing or dropping out.

Concept

Bollman's Work Achievement and Values through Education program (WAVE) has established a creative, innovative means to rescue these students from educational and, by extension, work-related failure.

Recognizing that many students are not preparing themselves for the labor market, WAVE offers training in career development. This includes employability skills, finding and retaining jobs, workplace literacy, personal and work maturity skills, and career exploration opportunities.

Curriculum and Assessment

Operating on an open entry/open exit system, WAVE is non-traditional and individualized. Students are assessed on their math and language arts skills and their employability. They contract their grade and most spend a minimum of 60 hours in the program.

With small classes, ranging from eight to 10 students, they create an Employment Development Plan, explore post-secondary options and practice conflict resolution, decision making, and enhancing their employability skills. Additionally, they visit work sites and/or shadow workers.

Outcomes

The program has resulted in an increased number of at-risk students remaining in school, a marked improvement in their employment marketability and, in numerous cases, job site explorations have resulted in employment opportunities.

CONTACT: Kim Howell, (303) 451-1819

EMILY GRIFFITH'S "HOLISTIC" ASSESSMENT PROGRAM

Background

In order to better serve their diverse student population, counselors at the Emily Griffith Opportunity School (EGOS) realized it was crucial to develop an on-going comprehensive system for student placement and advancement in vocational programs.

Concept

The Continuing Education Department at the Emily Griffith Opportunity School in Denver has instituted an on-going and comprehensive system for student placement and advancement in a vocational program through a process of curriculum-based vocational assessment (CBVA) and Comprehensive Adult Skills Assessment System (CASAS) instruments.

Curriculum and Assessment

Armed with a list of entry and exit level competencies common to all vocational programs, counselors assess every student entering selected programs for entry level competencies. This approach gives counselors an assessment of each student's skills level, abilities, acquired life-skills and a highly accurate assessment of their vocational

"We need to have a tiered approach and begin it early. We need to start looking at jobs and preparedness early and link it at every level to what students are doing in school."

"Counselors need to see profiles on every student and support the fact that self-knowledge and self-awareness contributes to their success in the workplace."

Mary Ann Sandoval, manager, special projects, continuing education department, Denver Public Schools

preparedness. These supplemental services have been provided to hundreds of EGOS students, including scores of handicapped and limited English speaking enrollees.

This holistic approach allows counselors to determine the career development needs of each incoming student. The associated activities - provided free to all enrolled students - include a one-hour session of tips and tactics in developing study skills; a session of basic math skills; three consecutive sessions on resume writing, letters to employers, filling out job applications and interviewing; a three-hour workshop dealing with fears and anxieties associated with the workplace environment; and a math and language remediation for vocational students in the computerized skills lab. The National Career Development Guidelines have greatly enhanced the target competencies to be assessed within this holistic program.

Outcomes

While there are numerous success stories within the EGOS competency based placement program, the school's open entry, open exit enrollment system has made evaluating outcomes difficult. The tested populations move on to vocational education areas, complete the course or courses in which they enrolled or simply leave the school.

CONTACT:
Mary Ann Sandoval, Project Coordinator, (303) 572-8218

TECHNOLOGY IN CAREER DEVELOPMENT

Background

In 1988, Delta County Public Schools began a technology-based educational program in its schools. Aided by sophisticated equipment, software, videotapes and written materials, students began experiencing the 21st century classroom.

Concept

In Paonia High School, as part of the Center of Applied Learning, the Career Exploration program combines computer technology and sophisticated software with the National Career Development Guidelines, creating a synergistic career counseling and development experience. Housed in a modern, non-traditional school environment complete with indirect lighting, hanging plants and quiet work areas, students progress through a series of tasks, exploring a vast variety of career opportunities.

"We have to prepare our students for the Information Age. We have to prepare their minds. It's not the strengths of the arm, but of the mind that will see them through. And we have to teach them to be adaptable to change and to keep learning."

Richard Carruthers, Career Development Coordinator, Paonia and Hotchkiss High Schools

Curriculum and Assessment

All freshmen entering Paonia High School complete a nine-task cycle designed to create a positive mental attitude toward career development. During the nine-day, nine-hour program, students create a career development plan; explore three out of a possible 12,000 vocational options with access to listings on every post-secondary U.S. school; utilize an interactive laser disk video program on vocations; explore appropriate work-place/school attitudes; complete a computerized job application; write a resume; and finish the cycle with the interactive laser disk video - prepared by Harrison High School (Colorado Springs) - on how employers react to employees in different scenarios.

Working in pairs, the students are responsible for maintaining daily records about attendance and points achieved in each of the modules.

Outcomes

Prior to entering the Career Exploration program, freshmen are given a 25 question, multiple choice test covering basic information on resumes, take home pay, balancing a check book and other common work-related

topics. After completing the nine-task cycle, they take the same test again. On the first test, scores range between 64 and 68 percent. The post-program scores, however, range between 94 and 96 percent. Based on this dramatic increase, the project coordinators and counselors are documenting the success of the program.

CONTACT:
Richard Carruthers
(303) 872-3882

WELD COUNTY INITIATIVES TOUCH EVERY STUDENT

Background

While the Weld County School District had offered career education, a team of educators determined it was ill-defined and lacked a cohesive plan. Using the National Career Development Guidelines as a blueprint, they developed a comprehensive approach to career education. The student career education goals are: Self-knowledge, exploration of educational and occupational opportunities, and career planning.

Concept

Creating a strategic plan which encompassed pre-school through high school, Weld County has set forth an ambitious objective: By 1991, one hundred percent of the students graduating from Weld County High School will have meaningful employment or be enrolled in a post-secondary institution of higher education within six months of graduation.

Curriculum and Assessment

In order to achieve this goal, educators devised a dual process. The main component infuses career education into the regular curriculum thereby producing the connections between classroom work and its application to students' future career objectives. The second component consists of formal career activities of increasing sophistication as each student progresses through school.

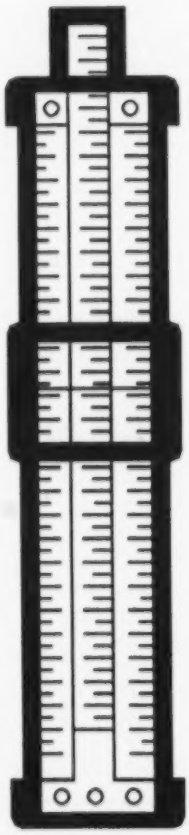
Key changes in career education were instituted which provide students with a comprehensive program for career development. For example, elementary counselors have added career education activities at the second grade level; seventh and eighth grade students received formal career education; a computerized interest/career student inventory was added to the schools; eighth graders completed a career survey which is shared with parents and advisors; two quarter classes - Interpersonal Skills and Career Skills - were developed for high school students and are required courses before graduating; a planning guide for high school students was constructed to take them from the end of their freshman year through graduation; and a program of self-directed career development was initiated for seniors to place them with career role models.

Within the career exploration classes at the high school level, students are made aware of available employment and necessary training for jobs in the Fort Lupton and Denver areas.

Outcomes

Through this comprehensive approach, Weld County provides curriculum for all grade levels through the eighth grade to acquaint students with each occupational cluster. This allows them to make informed career plans in their freshman year of high school and consequently better plan their high school course work.

CONTACT: Peggy Reynolds, (303) 857-2713



ADAPTING THE NATIONAL MODEL

From the beginning, a major goal of the Guidance Division of the Colorado Community College and Occupational Educational System was to encourage adaptation and localization of the National Career Development Guidelines. Individual leadership and initiative has and continues to promote the most systematic change, and Colorado is fortunate to have a cadre of career development specialists actively working to improve programs.

This section offers a diverse set of snapshots of success wherein the Guidelines play a significant role. Each such effort serves as a model of creativity and adaptation leading to greater success in the provision of career counseling and development.

"ACE": ALTERNATIVE COOPERATIVE EDUCATION

Background

Traditionally, high school classes have emphasized curriculum content over the needs of individual students. Consequently, students at-risk of dropping out or who have not succeeded in mainstream classes are frequently lost to the system and enter a cycle of failure and frustration.

Concept

Alternative Cooperative Education (ACE) is an intervention program for at-risk students. Focusing on students as individuals, ACE relies on small classes and involved counselors.

The programs aid students gain job/career related information, grant credit for work/study, build self-esteem, receive individualized instruction, participate in experimental learning, encourage parent participation and allow for greater curriculum choices.

Jefferson County, among other districts, has established several ACE programs. In both urban and rural schools, Jefferson County has created programs which are autonomous and experimental. Small classes, a non-traditional curricula, and a positive and supportive atmosphere, allow motivated teachers, counselors and administrators, willing to take professional risks, an opportunity to aid at-risk students.

Curriculum and Assessment

Through the innovative design, ACE students are given opportunities for successful educational and vocational experiences while developing patterns for regular attendance, punctuality, productivity, and positive attitudes on the road to earning a high school diploma. Student class schedules allow for work experience and elective credit under the supervision of a teacher/coordinator.

A manual titled, Transition From School to Work: The Alternative Cooperative Education (ACE) Handbook (Lehmann, J. P., Starck, T. J., & Carlson, L. G., 1991) was published by The School of Occupational and Educational Studies, Colorado State University, Fort Collins, CO.

The handbook encourages guidelines use and is designed for programs that reduce the risk of students dropping-out of school by providing special populations with educational opportunities that maximize their abilities to become productive citizens.

The purpose of this manual is to assist individuals who are starting an ACE program as well as those interested in improving their existing programs. Therefore, the elements necessary for program implementation are described. These include vocational assessment, career and guidance advising, job development, transitional services, designing curriculum, and potential program models. Available resources and related legislation are also discussed within the handbook the National Career Development Guidelines are highlighted as a major tool in program planning.

CONTACT:
Susie Bell: (303) 620-4000
Colorado Community College and Occupational Education System

SWAPPING FAILURE FOR SUCCESS

Background

Student dropouts not only put themselves in a cycle of frustration, low self-esteem and unemployability beyond poorly paid low-skill or no-skill jobs, but they create a vacuum in the future employment pool. Alarmed by this trend, the Colorado Alliance of Business established the School-to-Work Action Program (SWAP) in 1984.

A basic skills and job readiness project, SWAP is designed to increase retention of "at-risk" students. The Colorado Department of Education now considers it the most successful dropout prevention program in the state.

Originally offered at two Denver high schools, SWAP has been replicated in 19 junior and senior high schools throughout Colorado.

Concept

Using an interdisciplinary core curriculum, SWAP emphasizes high expectations, high content and high support, including direct parental involvement, business participation and flexibility among school administrators fostering equal educational opportunity for all youth.

Schools make a three-year commitment, gather a SWAP team - a principal or assistant principal, counselor, team leader and core curriculum teachers in English, math, science, and social studies. During the first year, the Alliance provides on-site technical assistance, training workshops on program planning, curriculum development, business involvement, program accountability and evaluation. In the second year, the Alliance sponsors workshops on specific curriculum areas and instructional strategies for teachers and leadership seminars for team leaders. In the third year, the Alliance assumes a support role, holding planning sessions and workshops allowing teachers to share their own methods, activities and curriculum ideas.

Curriculum and Assessment

SWAP's success is pegged to six key elements:

- Voluntary participation of teachers willing to work as a team.
- A core curriculum, with well-defined outcomes, in math, science, reading, writing, literature, history, and social studies.
- A program structure designed to facilitate outcomes, including block scheduling, varied class lengths, common planning time for teachers and advisory groups.
- A teacher-student ratio of 1:10 to no more than 1:25.
- An interdisciplinary curriculum integrating studies which create a "whole understanding" to learning while using various teaching approaches to foster a variety of learning styles.
- Using business people as mentors, guest-lecturers and tutors and personnel specialists from the Colorado Human Resources Association to conduct interest inventory testing and career exploration counseling to improve student competency in career development.

Outcomes

An independent evaluation by a University of Colorado-Denver researcher found the replicated programs succeeded in increasing grade point averages, class attendance, and retention.

CONTACT: Sue Kaylor-Daley, Colorado Alliance of Business

AIMS COMMUNITY COLLEGE

Bill Hardgrave, a nationally certified counselor at Aims Community College, has produced an outcome client/student evaluation based on the National Career Development Guidelines. He learned about the Guidelines through the Colorado Career Development Video Review project and adapted them to meet his local needs at the community college. Bill works with adults in career exploration and career counseling and has used the competencies and indicators during the last two years. Through structured workshops and career class sessions he administers the evaluation as a pre and post test to identify career development competency needs and attainment.

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GUIDELINES AS BACKBONE TO LIMON GUIDANCE AND COUNSELING PROGRAM

In the Limon Public Schools, Brenda Rucker, a first year counselor facing the formidable task of developing a K-12 guidance and counseling program curriculum turned to the National Career Development Guidelines for support. She recognized that a comprehensive guidance and counseling program is preventative, proactive, and developmental. She notes that "The Limon guidance and counseling program curriculum is designed to meed the needs of all students by helping them to acquire competencies to meet the expectations from all their life roles, whether educational, vocational, personal, or social."

After identifying the benefits of a developmental school guidance program for all stakeholders, the key components of the program were identified. By focusing on the guidance curriculum, individual learning, responsive services, and system support, the Limon program could be focused, accountable and understood by the entire system.

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CAREER INFORMATION DELIVERY SYSTEMS

Achieving career guidance and counseling objectives and competencies increasingly relies on Career Information Delivery Systems (CIDS). These sophisticated computerized systems help students and clients find and identify occupations, employers, and education or training programs to meet their career needs and objectives.

CIDS are designed to enhance the counselor's abilities and effectiveness in providing students or clients with the best information available. CIDS can be used effectively and economically in large or small counseling programs. They provide amazing flexibility and offer counselors a powerful information organizing tool in providing student competency attainment as advocated by the National Career Development Guidelines.

Currently Colorado has four CIDS in use which include: The Guidance Information System (GIS), CHOICES, DISCOVER, and the Colorado Career Information System (COCIS).

Easy to learn and use, GIS is a database on colleges, professional schools, occupations, military careers, and scholarships. The system has accurate, up-to-date information on over 1,000 occupations, over 3,000 colleges and universities, and millions of dollars in available financial aid.

CHOICES is a microcomputer system using the latest software technology and a career exploration process which encourages involvement from teachers and counselors. It is an effective tool when used as part of a team effort in assessing user's career needs, interests, abilities, and aspirations.

Using the DISCOVER system, students who have selected and prioritized their characteristics and career needs can access information of 3,029 vocational and technical schools, 1,462 two-year colleges, 1,732 four-year colleges, 1,258 graduate schools, 123 external degree programs, and 212 military programs. The program allows students to investigate schools based on such variables as the school's size, characteristics, activities offered, make-up of the student body, tuition and financial aid, locations, majors, special programs, and type and size of the community.

COCIS is an information system with four primary factors setting it apart from other CIDS, which include annually updated information on state and regional careers; profiles of over 120 Colorado employers with industrial outlook statements; the ability to compare up to three colleges or universities at one time; and the inclusion of supplemental information about apprenticeships, financial aid, job search skills, and working for yourself.

The Colorado State Occupational Information Coordinating Committee periodically holds mini-conferences where the four systems are demonstrated in conjunction with training in the National Career

Development Guidelines. Before making a decision on which system to employ, counselors and administrators are encouraged to attend a mini-conference to test and compare the systems.

CONTACT:
Rich Feller, Counseling and Career Development, Colorado State University (303) 491-6879
Martelle Chapital, Colorado Community College and Occupational Education System (303) 620-4000
Jim Harris, SOICC Director (303) 866-4480

CAREER DEVELOPMENT INSTITUTES

For eleven years Colorado State University has conducted a two week intensive experience which allows counselors and educators to become immersed in the world of work. Through hands-on experiences and interaction with the business community, educators can update their understanding of the changing workplace. Through site visits, job shadowing and interaction with employment specialists, economists, and business and educational leaders, educators learn of the changing workplace.

In each institute attention is given to the National Career Development Guidelines and how they can be used to enhance curriculum change as a result of learning more about the world of work.

This model has been presented at numerous conventions around the nation and through a trainer of trainer model in now used to conduct similar institutes at the local level.

CONTACT:
Rich Feller, Colorado State University (303) 491-6879

MATERIALS

Delivering The Future - a videotape from Delta County Public Schools, details the integration of technology into the classroom.

$20 - Contact: Dick Carruthers (303) 872-3882

Colorado Occupational Outlook and Training Handbook - provides information on careers in Colorado including job descriptions, requirements, average starting salary in Colorado, annual number of openings and related occupations. The Handbook was prepared by the North Central Planning and Implementation Project, Front Range Community College, and the Southern Colorado Planning and Professional Development Center, Pueblo.

Contact: Jim Harris (303) 866-4488.

The National Career Development Guidelines Order Form

	Price	Quantity	Total Cost	
Local Handbooks				
Community & Business Organizations	$ 10.90	X _____	= _____	(4451)
Postsecondary Institutions	10.90	X _____	= _____	(4452)
High Schools	10.90	X _____	= _____	(4453)
Middle/Junior High Schools	10.90	X _____	= _____	(4454)
Elementary	10.90	X _____	= _____	(4455)
Trainer's Manual	10.90	X _____	= _____	(4456)
Set of Any Six Above Documents	57.90	X _____	= _____	(4457)
State Handbook	10.90	X _____	= _____	(4458)
VHS Videotape, "A Focus for Action"	10.00	X _____	= _____	(4461)
"Foundations for the Future" (Elementary)	TBA			
"Designing the Future" (High School)	TBA			
	Total Cost $ _____			

Prices include postage and handling at library rate. Additional postage for 1st Class or UPS delivery. Foreign orders will be adjusted for additional postage. Please indicate the products you wish to receive and send your check or purchase order to:

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NOICC'S CAREER DEVELOPMENT INITIATIVES

CONTACT: Specific project officers
or the National Occupational Information
Coordinating Committee (202) 653-5671
or Jim Harris, Colorado SOICC (303) 866-4488.

Career Information Delivery Systems (CIDS) Activities - Encouraging the continuous development, expansion and updating of these comprehensive, state-based systems in vital to providing current career information that is the heart of quality career counseling, guidance, and education programs. This year's activities will focus on improving existing CIDS.

National Career Development Guidelines - The purpose of this initiative is to provide leadership, products and grants to promote the improvement of career guidance programs through an emphasis on competencies which support the measurement of student outcomes. Various products are available including brochure, video, five local handbooks, state handbook, and trainer's manual. The Trainer's Cadre forms a core of career development professionals who provide leadership and consultant help to states. This year's goals include: Continue to disseminate products; identify local programs that are comprehensive and competency-based; continue to provide training and technical assistance through the cadre; and provide information on state guidelines and products.

Improve Career Decision Making Program (ICDM) - This program helps counselors and other career development professionals increase their knowledge and use of labor market information. The program, which targets both practicing counselors and graduate counseling students, is a key to improving staff career development expertise. This year's goals include: conduct train-the-trainer activities, continue curriculum revision project (Wisconsin Vocational Studies Center), test computer-assisted interactive instructional module, and continue to provide distribution of materials.

Career Tabloid Project - Several states use career tabloids (newspaper-like products that present current labor market information) to disseminate career information for use with individuals and groups. These tabloids can provide support for career development curriculum activities.

Employee Career Development Model Project - Cooperating with Partners for American Vocational Education (PAVE), NOICC has launched a new counselor training project. It is designed to train counselors to help adults in the workplace make informed decisions about education and training available through employer-sponsored education assistance programs. This year's goals include: encourage states to conduct train-the-trainer workshop; and provide technical assistance to SOICCs.

Audiovisual CIDS Consortium (ACE) - Has developed and released a career videotape designed to encourage children in grades four through six to understand the uses of math and science in specific high demand occupations. In addition, ACE distributes other quality audiovisual career information products. This year's goals include: continue to develop written and media curriculum materials linked to the National Career Development Guidelines.

Career Information Video Review Project - Working in cooperation with Colorado State University, NOICC is developing a process for reviewing career development video materials. Using this review process, the quality and usefulness of these important career information products will be assessed. The evaluation process and reviews of selected products will be available in the near future.

Counselor Education Group - A group of 20 counselor educators with strong interest in extensive activities related to career development in career education provides ideas and suggestions for making NOICC's career development products more accessible to counselor education programs.

Distance Learning Projects - NOICC is developing satellite training activities. Two previously completed programs include Foundations for the Future (elementary school level) and Designing the Future (high school level). Each package support professional development activities by providing a workshop design, a video and a written resource guide. Available from the ACE Consortium. This year's goals include: continue to demonstrate use of satellite teleconferencing capabilities and develop a program targeted to counselor preparation and training programs.

Individual Career Planning Portfolio - A new initiative this year, the American School Counselors Association will develop an Individual Career Planning Portfolio, a sequential career planning guide for students in grades five through twelve, that incorporates the goals, competencies and activities of the National Career Development Guidelines.

Career Development Leadership Institute - The Institute will be sponsored by NOICC and the Office of Vocational and Adult Education, U.S. Department of Education. It will continue efforts to build state leadership teams that ensure full adoption of comprehensive, competency-based career development programs. The Trainer's Cadre will be involved in various leadership roles throughout the Institute.

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